R E P O R T R E S U M E S

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INCREASING THE COMPETENCE OF IN-MIGRANT PUPILS BY IMPROVING TEACHING AND COMMUNITY SERVICES. GREAT CITIES SCHOOL IMPROVEMENT PROJECT.

DETROIT PUBLIC SCHOOLS, MICH.

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PROPOSED IS A 5-YEAR EDUCATIONAL IMPROVEMENT PROGRAM FOR CULTURALLY DIFFERENT PUPILS IN SEVERAL ELEMENTARY AND SECONDARY SCHOOLS IN ONE AREA WITH A RELATIVELY STABLE POPULATION OF VARIED NATIONAL GROUPS AND IN ANOTHER WHICH IS PRIMARILY LOWER-CLASS AND TRANSIENT. THE PROJECT ACTIVITIES INVOLVE INSERVICE EDUCATION FOR CLASSROOM TEACHERS, GUIDANCE, INSTRUCTIONAL INNOVATIONS, ENRICHMENT, AND AFTER-SCHOOL PROGRAMS FOR CHILDREN. ALSO PLANNED ARE VARIOUS PARENT INVOLVEMENT EFFORTS. A NUMBER OF COMMUNITY AGENCIES AND CIVIC ORGANIZATIONS WILL OFFER SPECIAL SERVICES. A SUMMER PROGRAM IS PROJECTED. (NH)

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Carl Byerly
Carl Marburger

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE DETROIT PROPOSAL

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THE DETROIT PROPOSAL

Title: INCREASING THE COMPETENCE OF IN-MIGRANT PUPILS BY IMPROVING TEACHING AND COMMUNITY SERVICES

Why This Project?

The essential need of large cities to improve education of great numbers of culturally different pupils rapidly has been presented for all Great Cities. This must be done while at the same time we improve education of higher economic, more educable pupils. If we don't improve markedly the education of the great and increasing numbers in the city who are in the group we call culturally different, we will have greater numbers of economically dependent, requiring greater numbers of trained personnel to handle them in welfare, police and institutional situations. We are likely to get decreasing support for school systems of the cities if the city schools fail to increase the percentage of pupils who become economically self-supporting and adequate as citizens. More of the pupils from culturally different homes need to become taxpayers. Otherwise they are tax-receivers. Which way they go is probably more dependent on the schools than any other agency. It therefore becomes importnat that significant improvement in the schools in these areas be brought about rapidly and affecting large numbers of pupils.

The Special Emphases of the Detroit Project

This project is to test in practice and approach to improvement of education of culturally different pupils embodying these beliefs:

1. Improvement of schooling depends to a great extent upon more effective teaching.

2. Teachers in depressed areas are less effective than they could be and need to be because they don't understand the pupils, their homes, and the total environment which the school serves and do not have the reinforcement of ther work from parents and the community.

3. Teachers can get the understanding of the homes and community best and support from homes through a program of in-service education involving participation of teacher, parents, and pupils on community improvement activities, as well as teacher study of the problems of these persons whose background is quite different from their own.

4. School improvement and community improvement activities in these areas must operate simultaneously and involve citizens, pupils and teachers if teacher effectiveness is to be significant and lasting.

5. A program of teacher-school-community improvement is most effective if all levels of a school serving an area (elementary and secondary) are involved.

6. Any significant approach to the problems involved must recognise that there should be a commitment to work on it for at least several years because the problems involve family and community,

as well as immediate pupil-teacher relationships and reactions which take time to be operative and lasting in effect.

7. The program should be one which can be financed within the resources of the school budget over a long period if it shows, as we anticipate, that the results of this project warrant its continuance and extension to a larger area of the city which has similar problems.

8. Use of personnel to release time of professionally trained teachers, social workers, etc. is important in improving the effectiveness of what the classroom teacher can do in making the school more effective in a depressed area - because of the short supply in all professional fields.

The Project

It is proposed to involve several elementary and secondary schools. They will make use of five major approaches to meet the needs of culturally different children. The approaches will be through -

1. Intensive orientation of the entire staffs of the schools concerned;
2. Extensive involvement of parents of the children concerned;
3. Concentrated use of available public and private agency personnel and resources;
4. A nominal increase in the staff of each school, mostly non-teaching, to provide coordination of home-community, agency and school resources, clerical service, and remedial teaching.

5. Use of specialists and consultants in adapting curriculum, school organization and educational services to the particular needs of the pupils during the period of the project, but not in the long run.

The project is being initiated in an area which involves two elementary schools and an adjoining junior high. While the two elementary schools are adjacent, they serve communities which differ markedly. The junior high serves these areas plus several more with a generally cosmopolitan population - many nationalities and several races.

For thirty years, the area has been the "Melting Pot" of Detroit. There are islands, whole blocks of white population, which have not been absorbed, surrounded by the Negro population as it has moved northward mile after mile. Within the area are pockets of other minor national groups.

It is proposed also to use a second area which includes two elementary schools, an adjacent junior high and a senior high school. This is in the Southeastern section of Detroit.

This area during the post-World War II years has changed economically from a stable middle-calss, skilled worker economy, to a mixture of a few middle class and a majority of lower-class, unskilled workers, reflecting the employment pattern of the automobile industry.

The neighborhood is highly transient, absorbing the population displaced by slum clearance and expressway construction, and losing the upwardly mobile.

A large number of children from these culturally different homes are low achievers.

Project Activities

Only those activities will be attempted which appear to be feasible and possible for continuation through local resources when Foundation support is withdrawn.

Activities Involving Classroom Teachers

1. A preliminary two-weeks workshop to give teachers and members of the staff an intensive orientation to the work of the project and the all-important role of the classroom teacher in the process.

2. In-service, continuing workshops of teachers to evaluate the work they are doing, the knowledge they are gaining, the use being made of community resources and to develop materials or programs which their experiences indicate are essential to bringing about greater pupil success.

Activities Involving Children

Activities involving children will vary somewhat according to age and grade level and according to the identified needs of the children concerned. The ones listed are typical, but others may be added as experience with the children and the project may suggest.

1. Differentiation of Instruction
    a. Identification of individual talents as well as deficiencies
    b. Small group and individual assistance
    c. Use of more evaluative devices and case study techniques
    d. Provision of more appropriate learning materials in many subjects and at different age and grade levels

e. Appropriate large group instruction and utilization of resources that will free teacher time to work more with small groups and individual pupils.

2. Developing of broader base of experience

a. Story-hours (after school) for primary children

b. After-school clubs and interest groups (science, photography, junior Audubon, conservation, dramatics, Scouts, City-4-H clubs, etc.)

c. Greater use of public library

d. Work with parents to help children in selection of reading materials, television programs, and creative recreational activities.

3. More effective guidance program based on more complete knowledge of the child and his potentialities.

4. Field trips and greater utilization of cultural resources of the city in connection with school activities.

Activities Involving Parents

Much of the work will be adult education at a very elementary level. These adults tend to be unskilled in group processes and apprehensive about group participation. They are frequently sensitive about their apparel, speech and lack of education. Indigenous leadership is rarely present but the potential exists and is amenable to encouragement and stimulation. The important thing is to help these parents realize the importance of the home in support of school in relationships with pupils and the significance of parent-child relationship as

it bears upon the education of the child and his growth and development toward maturity as an individual. Effective work with parents probably will start on a relatively small scale and grow in relation to its own success. In this phase we are attempting to retrieve one generation in order to salvage the next. It is proposed that activities such as the following will be undertaken:

1. Set up room-mother organizations in each school.
2. Set up informal parent clubs and activities involving evening use of all school buildings viz, sewing, childcare, pinochle, sports, discussion groups, furniture repair, etc.
3. Set up leadership training programs for den mothers, scout leaders, 4-H club leaders, etc.
4. Set up actual instruction classes in the evening for adults in such subjects as reading, arithmetic, sewing, child psychology, consumer education, parliamentary procedure, etc.
5. Establish in cooperation with City Parks and Recreation Department, swimming, basketball, skating, etc. classes in each school.
6. Encourage formation of block councils and community councils.
7. Develop a strong democratic parent council for each school.
8. Set up "job-upgrading" centers in schools to help parents learn how and where to apply for jobs, qualify for better jobs, and work toward their economic advancement. (This is an ongoing feature in Detroit, but not operative at this time in the areas with which we are concerned.)

Activities Involving Community Agencies and Personnel

Detroit has a multitude of social agencies and civic organizations and their energies are spent to a large extent in the depressed areas of the city. Agencies have indicated their willingness to provide (within the limits of their resources) such services as:

1. Instructors for leadership training courses (scouting, 4-H, First Aid, Health, etc.)
2. Speakers for use in school on various subjects.
3. Buses and drivers for school trips with adequate insurance and safety precautions.
4. Special clinic services - Family Service, child guidance, pshychiatric, physical therapy and health services.

In some cases we hope that agencies will be able to provide space and trained leaders for nursery schools.

The school-community coordinator would serve as staff liaison person in each school area where there would be developed a coordinating, advisory council composed of representatives of all social agencies, settlement houses, ministerial councils, Chambers of Commerce, and similar groups which serve that area.

It is anticipated that school-community coordinators will be recruited from sources that will not further deplete the supply of teachers.

Because of the nature of their work, as well as Michigan's certification requirements, the remedial teacher will have to be certificated personnel.

Activities Proposed for Summer Months

1. Use of audio-visual materials with large groups, instructional and informational films, records, and tapes to broaden interests and perceptions.
2. Provision of "story-hour" experiences for young children.
3. Provision of remedial and booster classes for over-age children and slow-leaners.
4. Field trips (dependent to some degree upon the availability of buses).
5. Cooperation with City Parks and Recreation Department in the provision of recreational activities.
   a. Arts and Crafts
   b. Music
   c. Dramatics
   d. Club activities of various kinds

Older boys and girls of high school age, will be used a junior counselors and assistants under the direction of qualified adult leaders with the dual purpose of giving older boys and girls valuable experience, and to extend as widely as possible the program for smaller pupils with the funds available.

Expected Outcomes

During the five year period we should be able to have evidence to see the extent to which there is:

1. More effective teaching as shown by achievement scores and drop-out rate.
2. More effective school influence in the community as indicated by membership and participation of parents and teachers in adult school and community activity and in decreased delinquency of the area.
3. More knowledge of how important it is to involve all levels of the school system simultaneously on the improvement of schooling through a teacher-community-school approach through comparisons of areas in which some levels or all levels of the school system are involved.
4. Development of more manpower and more efficient use of manpower as evidenced by:
   a. Discovery and development of more who can and will go on to higher development of their talent as leaders.
   b. Development of a larger portion of those who go through the schools into productive instead of dependent citizens who would require use of trained manpower, (e. g. welfare workers, supervisors of delinquents, courts, etc.)
   c. Reinforcement of the work of teachers by homes and families (which is important to incentives of pupils and reinforcement of school learning) with less time required by teachers and principals in handling cases of parents who object to school practices.
5. Making these improvements with an increase not to exceed 10% in per pupil costs over what is spent in other areas of the city.